

Maple River Public Schools #2135 Literacy Plan

Reading Assessment and Intervention Plan

Reading Well by 3rd Grade Legislation

For the 201-12 school year and later, each school district shall identify before the end of Kindergarten, grade 1 and grade 2 students who are not reading at grade level before the end of the current school year. Reading assessments must identify and evaluate students areas of academic need related to literacy. The district must use a locally adopted assessment and annually report summary assessment results to the Commissioner of Education by June 1.

I. Goals of the Maple River Reading Assessment Plan/Literacy Plan are:

1. To accelerate student progress until students are competent readers based on the MCA and NWEA test results
2. To have in place an intervention system that accomplishes this acceleration. The intervention system may results in individualized planning for each student.
3. To continue to support the intervention process until each student has accelerated his/her reading achievement to the point of competence.
4. The Maple River goal for reading instruction is to have 100% of students reading at grade level at the end of grade three.

II. Statement of Process

The following process will be used to assess student level of reading proficiency:

Test	Administered	Proficiency Determination	Parent Notification	Grades
NWEA	3 times/yr	Lexile score	3 Benchmark Reports 3 PT Conferences	K-5
State MCA	1-3 times/yr	State Scale	Sent Home	3-8

The District also uses Title One in K-5, Reading Corp in the elementary schools, and Renn Place Star Reading in the elementary schools, plus Accelerated Reading K-8 to track student reading progress.

III. Parent Notification/Involvement

- Reading Corp reports for students behind in reading will also be sent home on a regular basis
- Parents will be involved with student goal setting with the classroom teacher on an individual basis and will be followed up on at Parent Teacher Conferences.
- The district also will conduct a Title One Parents Night yearly.
- The Maple River Pre-school program will be involved with the reading map of the Kindergarten grade through the K Professional Learning Community. Parents in this program will become aware of the districts reading continuum.
- The Maple River Early Childhood program will also communicate reading and K expectation with area early childhood providers.
- The Maple River ECFE program will have an outreach effort to get young families involved with goals given out to parents.

IV. Interventions/Instructional Support for below grade level readers

- When students are identified as not reading at or above grades level in grades Kindergarten through Grade 3 a system of multiple interventions will be utilized to accelerate student progress.
- Specific interventions will be designed to target a student's need according to the diagnostic tool recently adopted within the new reading curriculum.
- Interventions may be in groups or directly provided to an individual. Individual programs may include but are not limited to:
 - Read Naturally
 - Title One
 - Reading Corp
 - Individual learner data will determine programming. Services will be provided to students by the classroom teachers, para professionals, Reading Corp teacher, Title One Teacher and Special Education teachers.
 - Guided Reading
 - Reading Series interventions

V. Professional Development for Teachers

- Professional development for the professional and para professional staff will be determined then offered and delivered through the Professional Learning Communities within the school. These initiatives will be based on scientifically based reading instruction strategies.
- Staff will be provided summer curriculum writing days upon approval
- The Maple River Reading Curriculum is aligned with the Minnesota State Standards in Reading. Through our PLC process the curriculum has been charted with a calendar curriculum map to assure that all content is covered in a timely manner in a systematic approach. All classroom summative measures are aligned with state test specifications.

VI. Consistent Implementation of Scientifically Based Reading Instruction

- In the 2012-2013 school year the district will adopt a new K-5 reading series based on the five components of literacy and aligned with the new Common Core Language Arts standards/components of:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Vocabulary, and
 - Comprehension

VII. Addressing Diverse need in Cross-Cultural Setting

- The oral language and linguistic needs of EL students will be provided to students by the districts ELL program.
- The Maple River District will relies on the MAIC Integration Cooperative for training and support of all district elementary staff in the diverse needs of students in cross-cultural setting.
- A cultural studies program through the MIAC will be offered on a year round basis to all elementary students.

VIII. Post Assessment Data Submitted to Commissioner annually.

- Data collection, reporting and analysis are important responsibilities of all teachers through the district's PLC structure. Screening and progressing monitoring of K-3 students is done through AIMS Web. Data identifying students not at grade level in K-3 will be reported to the Minnesota Commissioner Education by June 1st in accordance with the law.